DOCUMENT RESUME

ED 266 196 UD 024 494

AUTHOR Yiengst, Raquel
TITLE Transitional Bilingual Program Guidelines. Revised.
INSTITUTION Reading School District, Pa.
PUB DATE Sep 85
NOTE 20p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Bilingual Education Programs; Bilingual Teacher Aides; Bilingual Teachers; Elementary Secondary Education; *Hispanic Americans; Limited English Speaking; Mainstreaming; Program Content; *Program Guides; *Student Placement
IDENTIFIERS Pennsylvania (Reading)

ABSTRACT

This document outlines the Reading Pennsylvania School Districts' Transitional Bilingual Program, designed to successfully integrate all students into the regular school programs as quickly as possible. Students are taught English language skills in a bilingual setting (Spanish being the dominant foreign language) with mathematics, social studies and science taught bilingually until students are ready to enter mainstream classes. The document describes: (1) enrollment procedures; (2) testing for English language proficiency; (3) student review conferences; (4) parental requests for placement in a bilingual program; (5) testing procedures for placement in various levels of the program; (6) integration and placement of bilingual students in mainstream classes; (7) end of year promotion and retention; (8) referrals to bilingual caseworkers; (9) responsibilities of bilingual/English as a second language teachers and teachers' aides; (10) program record keeping; (11) transfer of students in and out of the district; (12) end of the year activities and responsibilities; and (13) a checklist of responsibilities for various program staff throughout the year. The document concludes with a description of the program's curriculum and classroom management approach. (CG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Dr. Raquel Viengst

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED266196

UD024494

TRANSITIONAL BILINGUAL PROGRAM GUIDELINES

READING SCHOOL DISTRICT
READING, PENNSYLVANIA

REVISED SEPTEMBER 1985

TABLE OF CONTENTS

June 1985

1. Overview of the Reading School District Transitional Bilingual Program ____ Page 1
2. Enrollment of New and Re-entering Students ____ Page 1
3. Identifying Students In Need of Transitional Bilingual Education ____ Page 2
4. Referral of Non-English Dominant Students for Testing ____ Page 2
5. Individual Student Review Conference ____ Page 3
6. Parental Request for Bilingual Student To Be Placed in a Regular Classroom ____ Page 3
7. Testing Procedures of Students Placed in the Bilingual Classroom ____ Page 4
8. Bilingual Students' Integration and Placement in Regular Classes ____ Page 5
9. Testing Requests ____ Page 7
10. End of the Year Promotion and Retention of Students ____ Page 7
11. Referrals to Bilingual Caseworkers ____ Page 8
12. Responsibilities of Bilingual/ESL Teacher ____ Page 8
13. Responsibilities of Bilingual Teacher Aide ____ Page 9
14. Bilingual/ESL Record Keeping ____ Page 9
15. Inter and Intra-School Transfers ____ Page 11
16. Ordering Materials for the Bilingual Classroom ____ Page 12
17. End-of-the-Year Procedure ____ Page 12
18. Checklist of Responsibilities ____ Page 13

1. OVERVIEW OF THE READING SCHOOL DISTRICT TRANSITIONAL BILINGUAL PROGRAM.

   1. The program in the Reading School District is a transitional bilingual program in which students are taught English language skills including speaking, understanding, reading and writing.

   2. Bilingual education is a federal and state mandated program to meet the educational needs of non-English dominant students. In 1982, the state of Pennsylvania mandated that every school district with twenty or more students whose dominant language is other than English provide an educational program to meet the needs of these students. Ninety-eight percent of the students enrolled in the Reading School District Bilingual Program are Spanish dominant students. Students who speak a language other than Spanish are enrolled in the ESL component of the transitional bilingual program until English proficiency is acquired.

   3. THE GOAL OF THE PROGRAM IS TO SUCCESSFULLY PLACE ALL STUDENTS IN THE DISTRICT'S REGULAR PROGRAMS AS SOON AS POSSIBLE TO THE ULTIMATE ADVANTAGE OF THE STUDENT. Mathematics, social studies and science are taught bilingually. As student's English proficiency increases, English becomes the main language of instruction. Students participate in art, physical education, music, home economics, industrial arts, and all other school related activities.

2. ENROLLMENT OF NEW AND RE-ENTERING STUDENTS

   All re-entering and newly enrolled students whose home language is other than English must be referred by the school to the bilingual office for language proficiency testing and evaluation. Upon completion of testing and evaluation, the bilingual tester will inform the principal, guidance counselor, teachers and the director of the program of the test results. Any further discussion concerning students' placement should be channeled to the principal and the director of the bilingual program.

3. IDENTIFYING STUDENTS IN NEED OF TRANSITIONAL BILINGUAL EDUCATION

The Reading School District Transitional Bilingual Education Program has adopted the standardized Language Assessment Battery Test (LAB), the Bilingual Syntax Measure Test (BSM), the Test of Early Language Development (TELD) and the Test of Oral Language Development (TOLD) to identify students who are unable to receive their education in English-speaking classes due to their lack of English proficiency.

The following scores indicate that the student is in need of bilingual education:

1. LAB - A score at or below the 20th percentile.

2. BSM - A score below level 4.

3. TELD- A score at or below 84.

4. TOLD- A score at or below 84.

The bilingual tester administers the tests of all incoming students whose home language is not English. Students who are experiencing academic difficulties because of limited English proficiency are also referred for testing. The Spanish LAB Test is also administered to determine language dominance of hispanic students.

In addition to the above English proficiency tests, the bilingual tester will assess students' reading ability in English and in Spanish.

4. REFERRAL OF NON-ENGLISH STUDENTS FOR TESTING

A. New Students

All newly enrolled students whose home language is other than English must be referred by the school to the bilingual office for language proficiency testing and evaluation. Upon completion of testing and evaluation, the bilingual tester will inform the principal, guidance counselor, teachers and the director of the program of the test results. Any further discussion concerning students' placement should be channeled to the principal and the director of the bilingual program.

B. Regular Classroom Students

Students who are attending regular classes and experiencing academic difficulties possibly due to a lack of English proficiency should be referred by the regular classroom teacher to the school principal. The school principal

will refer these students to the bilingual office for appropriate testing and evaluation. Upon completion of testing and evaluation, the principal will place students in the recommended program as indicated by test results.

C. Kindergarten Students

Kindergarten students whose home language is other than English will be assessed for English proficiency using the Test of Early Language Development (TELD). Testing will be done during the months of March, April, May and June. Students who score "below average" or "poor" (at or below 84 points) will be placed in bilingual first grade.

The bilingual tester will share test results with the school principal, grade teacher, guidance counselor and the bilingual director. In the event the principal and the bilingual director do not agree on the placement of the student, the superintendent or his/her designee will convene a review conference. The superintendent or his/her designee will then make the final student placement decision, (Please refer to #5 Individual Student Review Conference).

5. INDIVIDUAL STUDENT REVIEW CONFERENCE

Discussions are encouraged among building personnel about students for whom extenuating circumstances may suggest that the student placement should be reviewed. Such "reviews" may be requested by any of the building principals. The principal, in turn, should schedule the "review" in writing and include the director of bilingual education.

A review conference should be summarized in writing and include: Date, Participants, Conditions, Reasons for Recommendation, and Assignment with copies to all participants and to the superintendent. The spirit of the conference ought to reflect the importance of allowing, even encouraging, the individual teacher and/or counselor to continue a professional commitment to the program and to each child by recognizing the value of such a conference. It must also be recognized that the program's dimension of accountability - the language test - must continue to be our most significant evaluation tool, pre- and post-testing, for students whether their assignment is to the bilingual program as determined by the test or to another classroom as an outcome of the "review conference."

6. PARENTAL REQUEST FOR BILINGUAL STUDENT TO BE PLACED IN A REGULAR CLASSROOM.

Should a parent request that a student be placed in a regular classroom rather than in the bilingual program, a review conference would be held immediately. The principal should schedule

the review conference in writing and include the director of bilingual education, bilingual teacher, bilingual tester, and parents.

Please follow the procedures established for individual review conference explained under #5.

After review conference is held, should the parents still desire a regular classroom placement, the principal may place the student in the regular program for a thirty day trial period. At the end of that trial period a conference will be held with the principal, director of bilingual education, and the regular classroom teacher to assess the student's academic progress. Lack of academic progress will indicate the necessity for student's placement in the bilingual program. However, the principal may decide that even temporary placement in a regular classroom would be so instructionally injurious to the student that the request for placement would be denied with the reasons stated.

7. TESTING PROCEDURES OF STUDENTS PLACED IN THE BILINGUAL CLASSROOM

The bilingual/ESL teachers will do the classroom placement testing of all new students enrolled in their class in September and any new student that enrolls during the school year. Testing must take place before any grouping for instruction can begin. Test results must be promptly recorded in the student's bilingual folder. Post-testing of all bilingual students must be done before student promotion conference is held at the end of the year. The post-test scores are to be used as pre-test scores and for grouping the following school year.

A. English Proficiency Tests

All students enrolled in the transitional bilingual program must be tested by the ESL classroom teacher using the appropriate English Proficiency Test. The student's score on this test will indicate his aural-oral English proficiency. Based on student's score the student will be classified as follows:

1. Level I Student (Dependent) - Cannot score above 150 points in the English Proficiency Test.

2. Level II Student (Intermediate) - Cannot score above 154 points in the Intermediate English Proficiency Test.

3. Level III Student (Advanced) - Scores above 154 points in the Intermediate English Proficiency Test.

B. Reading Placement

After administering a reading inventory in English and in Spanish, the bilingual tester will suggest a reading level at which the ESL teacher will test the student using the Harper and Row reading tests.

In the case of a student who is able to read and knows some English the student will be placed in a reading group based on mastery scores of Harper and Row Word recognition (or word meaning) and comprehension sub-tests. All other skills on the test not yet mastered by the student will be taught in the ESL Reading Program.

Although the ESL program uses the school district reading materials, these materials must be adapted to meet the individual needs of the limited English proficient student.

Reading records must be properly maintained and forwarded to receiving teacher in the event that a student transfers to another school within the district.

C. Mathematics Placement

Mathematics - The Mathematics Key Placement Test will be used to determine student's grade level and grouping. This testing is to be administered by the bilingual subject matter teacher.

D. Science and Social Studies Placement

Grade level and method of instruction for these two subjects must be determined individually for each student by the subject matter teacher. Criterion reference tests will be used in order to determine grade level. Level I students will be tested in Spanish in order to determine grade level instruction. Reading in the content areas should be emphasized in the subject matter curriculum.

8. BILINGUAL STUDENTS' INTEGRATION AND PLACEMENT IN REGULAR CLASSES

A. Elementary Students

1. Placement in a reading group outside the bilingual classroom:

A student who passes the Intermediate English Proficiency Test will be classified as Level III in oral proficiency. If this student is also a reader and in the ESL teacher's opinion should be placed in a reading group outside of the bilingual classroom, the student may be placed in such a group regardless of the grade level. This is not considered mainstreaming. The student's progress is to be closely monitored to be sure that the student is either successful in that reading group or needs to

be placed in a higher group and thus narrow the reading gap. Follow-up forms are not necessary in this process. This procedure may also be used for mathematics.

2. Mainstreaming:

If a student passes the Intermediate English Proficiency Test and is reading at a level comparable to other students in his/her grade in his/her school, he/she will be mainstreamed into his/her appropriate grade for all subjects (full time). This mainstreaming period will be closely monitored by the bilingual teacher for one month. At the end of one month the follow-up form will be obtained from the regular classroom teacher. Assessment of the follow-up form will indicate either postponement of mainstreaming process or referral for exit testing.

The above procedure can take place at anytime during the school year.

Bilingual/ESL teachers should not refer students for exit testing until all of the procedures have been followed. The Testing Request Form accompanied by follow-up forms will be submitted to the bilingual office for exit testing request.

3. Mainstreaming of First Grade Students:

A first grade student who passes the Level II English Proficiency Test will be considered advanced in oral proficiency. If this student is also a reader, and in the teacher's opinion should be placed in a regular first grade classroom, the student will be fully mainstreamed. The student will be closely monitored by the bilingual teacher for one month. The follow-up form will be obtained from the regular classroom teacher. Assessment of the follow-up form will indicate either postponement of mainstreaming or referral for exit testing.

This mainstreaming procedure may take place at any time during the school year.

B. Junior High Students

A junior high student who passes the Level II English Proficiency Test and is reading at a level comparable to other students in his/her grade may be gradually mainstreamed into subject areas based on student's individual competency. The student is to be closely monitored during

this trial period. If the student is having obvious difficulty with regular classroom work, mainstreaming is to be postponed. Referral for exit testing will be made after student has been successfully mainstreamed fulltime. A completed follow-up form for each subject is to accompany Testing Request Form for exit testing.

This mainstreaming procedure may take place at any time during the school year.

C. High School Students

A high school student who passes the Level II English Proficiency Test, has successfully completed level 6 of English for Changing World and is reading at a level comparable to other students in his/her grade may be gradually mainstreamed into subject areas based on student's competency. The student is to be closely monitored during this trial period. If the student is having obvious difficulty with regular classroom work, mainstreaming is to be posponed. Referral for exit testing will be made after student has been successfully mainstreamed fulltime. A completed follow-up form for each subject is to accompany Testing Request Form for exit testing.

9. TESTING REQUESTS

All requests for entry testing of new students and exit testing of successfully mainstreamed students are to be sent to the bilingual office. The Testing Request Form is to be completed and used for making all testing referrals. Completed follow-up forms must be included when making requests for exit testing of successfully mainstreamed students. Any additional information that may be helpful regarding students' need for testing is to accompany request for testing.

10. END OF THE YEAR PROMOTION AND RETENTION OF STUDENTS

Upon completion of all end-of-the-year testing, a conference is held with the director of the program, principal and the bilingual/ESL teacher to discuss student placement for the next school year. The promotion form is then completed by the bilingual teacher and submitted to the bilingual office and school principal.

A. Elementary

Parents should be notified by the teacher as early in the school year as possible if the retention of a child is being considered. This notification should be in the form of a letter and a conference. If the parent does not attend the conference, a referral is to be made to the bilingual office so that parents can be contacted. Report card information must reflect the need for retention. A student who is not performing at or near his/her grade level, should not be receiving letter grades on the report card. Instead, student should receive a number

indicating grade level at which the student is performing. Appropriate markings for individual students' progress should not be misleading to parents and students working below grade level.

B. Secondary

Promotion policy for secondary bilingual students should follow the established building procedures. Discussions on individual students will occur during the teacher/director promotion conference. However, parents and students should be aware as early as possible if retention is being considered.

11. REFERRALS TO BILINGUAL CASEWORKERS

All school district personnel must use the referral forms when in need of assistance from the bilingual caseworkers. In case of an emergency, referrals should be made by calling the bilingual office. Name of student, address, phone, and parent's name and nature of emergency must be given at this time.

The bilingual caseworkers will accept referrals pertaining to student enrollment, parent conferences, absenteeism, health problems, child neglect, and any other problems which might interfere with the education process. Bilingual caseworkers are responsible for reporting the outcome of the referral to the person making the referral.

12. RESPONSIBILITIES OF BILINGUAL/ESL TEACHER

1. Proper functioning of the Bilingual/ESL classroom.
2. Preparing lesson plans, instructional materials and classroom management.
3. Assessing English proficiency, subject matter and reading levels for proper grouping of students.
4. Planning for proper utilization of the teacher aide.
5. Providing plans and materials needed by teacher aide to carry out assigned duties.
6. Mainstreaming and monitoring progress of Level III students.
7. Distributing and collecting follow-up forms for mainstreamed students.
8. Requesting testing of new and mainstreamed students.
9. Maintaining accurate student records.

10. Keeping parents informed of students' progress.

11. Notifying parents of students' possible retention.

12. Maintaining classroom discipline.

13. Referring students in need of social and medical assistance.

14. Referring students for psychological testing.

15. Completing and submitting required program forms (monthly and end of the year).

16. Notifying parents of new and kindergarten students placement in the bilingual program after all appropriate testing is completed.

13. RESPONSIBILITIES OF THE BILINGUAL TEACHER AIDE

The teacher aide is responsible for carrying out the duties assigned by the teacher as they pertain to the bilingual classroom instruction. It is not the aide's responsibility to plan and introduce new materials; however, the teacher aide is to be working with a group of students at all times.

The main responsibility of the teacher aide is to work with the bilingual students to reinforce what has been developed and taught by the teacher. The aide should not be used for interpreting, enrolling new students, making telephone calls, etc. These are the responsibilities of the bilingual caseworkers who can be contacted through the bilingual office.

The teacher aide's working day follows the same contractual starting and quitting time as the teacher. In-service, early dismissal, faculty meetings and any time that the teacher is engaged in non-instructional activities, the teacher aide is to be working on classroom related activities.

14. BILINGUAL/ESL RECORDKEEPING

A. Student Cumulative Folder (Bilingual)

All information on the bilingual folders must be accurate and up to date. This information is essential for evaluating and grouping individual students. The following must be kept inside the folder:

1. English Proficiency Tests.

2. Mathematics, social studies and science assessment tests.

3. Signed parental acknowledgement for new and kindergarten students.

B. Student Work Folder

This folder contains samples of student's work, unit tests and projects for the school year. It is used for evaluating student's progress and parental conferences.

C. Reading Folders

These folders must contain all student information pertinent to the Harper and Row reading program.

D. Follow-up Forms

These forms are to be submitted to the bilingual office when exit testing is requested for completely mainstreamed students.

E. Bilingual Class Enrollment Form

This form must be filled out and submitted to the bilingual office by October 1st of each new school year and at the end of the school year.

F. Student Assessment Record

This form contains pre-and post-test scores. It is sent to the bilingual office in October and June. Teachers should keep copies of this form.

G. Testing Request Form

To be completed and submitted to the bilingual office by the bilingual/ESL teacher for new students and for completely mainstreamed students who are ready for exiting. Follow-up forms for exiting students are to be attached to this request form.

H. End of the Year Promotion Form

Upon completion of all testing, a conference is held with the director of the program, principal and the bilingual/ESL teacher to discuss student placement for the next school year. The promotion form is then completed by the bilingual teacher and submitted to the bilingual office and to the school principal.

I. Monthly Enrollment

This form indicates the monthly flow of bilingual students. A total enrollment figure is gathered from these reports and submitted to the superintendent. This form is to be accurately completed and submitted to the bilingual office at the end of each month. Names and addresses of new students and transferring students are to be placed on the back of the form.

15. INTER AND INTRA-SCHOOL TRANSFERS

A. Bilingual Students Moving Within the School District

When the bilingual ESL teacher becomes aware that a student is moving or finds out that the student has moved to another school, this procedure should be followed:

1. Notify the receiving school office and receiving teacher, if they are known, where the student will be attending school.

2. Notify bilingual office if information is needed concerning a student who has moved. Bilingual caseworkers will try to track down the family and secure new address.

3. Send all completed student class records, cumulative folder, reading folder, any follow-up forms and workbooks to the receiving teacher promptly. Do not give any materials to students to take to the new school.

4. If a teacher does not receive the new student records within one week, the previous bilingual teacher or the bilingual office is to be called.

5. Record outgoing and incoming students' names and addresses on the reverse side of the monthly enrollment form.

6. Complete report card if student is transferring near the end of the marking period.

7. Indicate if student has qualified for the Migrant Program.

B. Bilingual Students Moving Outside the School District

When a teacher knows that a student is moving out of the school district, the student's bilingual folder is to be inserted inside the permanent record folder which is kept in the school's main office. Work folders should be given to the student. Bilingual office and home-school office should be informed so that the student's move may be verified.

C. Bilingual Students Going to Regular Classes

The bilingual folders of the students going to regular classes are to be inserted inside the permanent record folders which are kept in the school's main office. Work folders should be given to the student. Reading records should be given to receiving teachers.

16. ORDERING MATERIALS FOR THE BILINGUAL CLASSROOM

The bilingual program is an integral part of the Reading School District curriculum. Bilingual teachers should follow the same procedure as regular classroom teachers when ordering textbooks and instructional materials.

17. END-OF-THE-YEAR PROCEDURE

A. During the last week of school, all bilingual/ESL teachers must send the following information to the bilingual office:

1. Class Enrollment for the following school year (send also to principal).

2. Student Assessment Form.

3. Promotion Form for the following school year (send also to principal).

4. Monthly Enrollment Form.

All of these forms are to be secured from the bilingual office.

B. An end-of-the-year activity should be conducted for all students going into regular classes, first graders "graduating" from the bilingual program, and for students remaining in the bilingual program to honor scholastic achievement. This activity should be planned and organized by teachers, teacher aides, students and parents. Parents, administrators and community members should be invited to the activity.

C. Testing

The bilingual/ESL teacher is responsible for the following testing at the end of each school year for all students:

1. English proficiency

2. Reading

3. Mathematics, social studies and science

The TELD Test will be administered by the bilingual tester and will be given to all kindergarten students whose home language is other than English and all first graders in the bilingual program. Exit testing will be given to students who have been completely mainstreamed and referred to the bilingual office for testing. End of the year testing referrals are to be made by April 15.

18. CHECKLIST OF RESPONSIBILITIES

A. First Two Weeks of School

1. Review class enrollment list to see that all students are accounted for. Please call the bilingual office as soon as possible and refer all student who have not reported to class.

2. Prepare a temporary enrollment list. Check addresses to determine if all the students belong in the school.

3. Testing of new students:

   a. English Proficiency

   b. Reading Placement

   c. Mathematics

   d. Social Studies

   e. Science

4. Check bilingual folder to see if information is up to date.

5. Check the bilingual folder for signed parental acknowledgement letter of new students and kindergarten students. If this form is missing, please contact the bilingual office.

6. Determine if all instructional materials are available and orders have been delivered. Check with the principal if anything is missing.

7. Refer newly enrolled students to the bilingual office for entry testing.

B. By October 1st.

1. Complete Bilingual Enrollment Form and send it to the bilingual office.

2. Complete Monthly Enrollment Form and send it to the bilingual office.

3. Complete Student Assessment Record and send it to the bilingual office.

NOTE: Make a xerox copy of all forms for your record.

C. November

November 19 is Puerto Rican Discovery Day. Teachers are encouraged to prepare an activity that will familiarize the entire school with this cultural event. If information or assistance is needed, please contact the bilingual office.

D. Throughout the School Year

1. Conduct a periodic check of students' addresses and update all pertinent information.

2. Refer any newly enrolled student for entry testing to the bilingual office.

3. Send Monthly Enrollment Form to the bilingual office at the end of each month.

4. Refer completely mainstreamed students for exit testing by submitting Testing Request Form with completed follow-up forms.

E. April

Request end-of-the-year testing through the bilingual office by April 15th using the Testing Request Form accompanied by completed follow-up forms.

F. May - June

1. Arrange for a promotion conference with the director of the bilingual program as soon as all testing is completed.

2. Complete Monthly Enrollment Form.

3. Complete Promotion Form.

4. Obtain signed parental acknowledgement of placement of kindergarten students going to bilingual first grade.

5. Plan and carry out your end-of-the-year activity.

TRANSITIONAL BILINGUAL PROGRAM

CURRICULUM AND CLASSROOM MANAGEMENT

I. The ESL Curriculum

The English as a Second Language Curriculum is an integral part of the bilingual program and must be taught for three hours daily. The ESL curriculum includes the socio-cultural vocabulary, English Around the World (elementary), English for a Changing World (secondary) and reading.

A. Socio-Cultural Vocabulary

This component is divided into three categories; dependent (Level I) intermediate (Level II) and advanced (Level III). Before any student is placed in any of these three categories, an English proficiency test must be administered by the classroom teacher. Placement will be dependent on those test scores. The Socio-cultural Vocabulary Curriculum Guide must be followed for this component.

B. English Around The World (elementary); English For a Changing World (secondary).

These two series are based on a sequential approach to teaching English as a second language. Therefore, dependent Level I students must begin with the readiness book and sequentially progress through the levels of the series based on the student's individual achievement.

C. Reading

1. The student who can neither read nor write in either language usually has a poorly developed vocabulary and a limited stock of meaning for the words he/she uses when speaking. This student's instruction must begin with intensive listening and speaking development and a strong reading readiness approach before formal reading instruction can begin.

2. The student who is already reading in his/her native language does not have to learn to read all over again. However, he/she will need to learn new sound/symbol associations, new structural patterns, and new word meanings. Reading instruction for these students must also begin with a strong aural/oral language program of English.

   The Harper & Row Reading Program is used for the reading component of the ESL program. Each student will be placed in the appropriate book according to his diagnosed reading level and his/her aural/oral ability. These materials must be adapted to the needs of LEP students. (See Reading Placement, p. 5).

D. Supplemental Materials - Chicago Mastery

II. Subject Matter

Mathematics, social studies and science must be taught daily for a

period of approximately 45 minutes per subject. When changes in schedule do not allow for this length of instructional time, the schedule must be modified to include all three subjects daily. Students should be divided into no less than two groups for each daily lesson.

A. Mathematics

The Key Math Test must be administered to each student. Once this test is completed, mathematics instruction can be scheduled either in small groups or individually, according to your preference.

B. Social Studies and Science

Students may be grouped for science and social studies instruction either according to academic ability or English language proficiency. Instruction should be geared to content and English vocabulary development keeping in mind the necessity of initially using the student's first language in order to develop concepts. As students gain knowledge of English, subject matter instruction in English should increase.

The teacher and the teacher aide must work with each group daily. While the teacher is presenting the lesson to one group, the teacher aide will be reinforcing a previously taught lesson to the other group.

LEP students whose dominant language is other than Spanish are to be mainstreamed during this component of the program.

III. Transitional Bilingual Program Classroom Management

Students must be appropriately grouped for every subject taught in the bilingual classroom.

A. ESL Curriculum Management

1. Each of the ESL components should have three groups of students. These groups will be taught in approximately fifteen-minute blocks of time in order for the teacher to work with all three groups in each daily lesson. During any given forty-five minutes instructional period, each group will meet with the teacher, the teacher aide and work independently.

2. Example for ESL curriculum management:

	teacher	teacher aide	independent
15 minutes	Group 1	Group 2	Group 3
15 minutes	Group 2	Group 3	Group 1
15 minutes	Group 3	Group 1	Group 2

This example can be followed for any of the ESL components. In the case of

Microfilmed From
Best Available Copy

reading instruction where more time is allotted, segments of time should be divided accordingly.

This classroom management pattern does not necessarily apply to story telling time, opening exercises and other activities where larger group instruction may be appropriate.

B. Subject Matter Management

Subject matter classroom management should follow a pattern similar to that of the ESL curriculum. The teacher should not hesitate to ask for assistance from the director of the bilingual program in order to set up the classroom schedule.